Using Sustained Mentoring, Educational Expertise and Student Perceptions to Improve Accounting Instruction

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Abstract

This study sought to pilot a newly developed model for improving college instruction in face-to-face settings. Built on peer observation, educational expertise, sustained mentoring and a well-structured, purposeful student perception survey (Instructional Perception Analysis), the KVA model was found to be effective in sparking positive change in an Intermediate Accounting class. The model is customized, collaborative, interdisciplinary, non-punitive, student-centered and grounded in widely accepted teaching/ learning research. It is aligned with and supportive of the Scholarship of Teaching and Learning as an organizational change agent. The model is easily replicable and appears to be universally applicable in higher education.

The New York State Master Teacher Program: Program Coordinators' Experiences in Establishing a Community of Expert STEM Teachers

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Abstract

The New York State Master Teacher Program (NYSMTP) is designed to improve the teaching and learning of Science, Technology, Engineering and Mathematics (STEM) throughout the state of New York. The primary epistemological thrust of the program is the belief that the solution to improving STEM teaching and learning is at our fingertips now in the form of thousands of pedagogically savvy, content knowledge rich, and community- and student-focused STEM teachers. Advancing on this primary belief, the NYSMTP has reached out to SUNY colleges and universities with teacher education programs throughout the state and charged them with coordinating the NYSMTP efforts in their geographic zone. In this paper we describe the NYSMTP through the lens of four college faculty coordinators tasked with making the program succeed in the vast and largely rural Mohawk Valley Region of New York State.

Sharing Perspectives

It Takes a Village to Implement the edTPA: A New York Pilot Report

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Abstract

In 2011, New York State mandated implementation of the edTPA (AACTE, 2014) for teacher education programs preparing candidates for initial certification. Teacher preparation programs were given two years to prepare for full implementation in fall 2013. Critics of the edTPA and similar performance assessments posit that these high stake exams lead to curriculum reduction in teacher preparation programs and compliance mentalities (Sandhotz & Shea, 2012; Snyder, 2009). This paper explores how one teacher preparation program at a small liberal arts college with limited resources prepared for this high-stakes assessment and discusses a replicable model for other institutions with similar contexts.

Getting Ready for edTPA Task 4: Assessing Students' Mathematics Learning

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Abstract

Changes in teacher preparation are currently being implemented across the United States. In New York State candidates must now pass an educative performance assessment as one step in receiving their teaching certification. This article discusses the mathematics task from the Elementary Education performance assessment and the resulting changes to teacher education curriculum including the use of a practice task. The discussion shared should provide teacher educators with fodder for the revisions in education programs nationwide.

Interventions to Mitigate Misunderstandings in Science: Data-driven Decision Making

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Abstract

In October 2013, Millham and da Cunha (the authors) conducted a science misconception workshop, "Using Science Misconceptions for Data-driven Decision Making", at the Kappa Delta Phi (KDP) Biennial Convocation in Dallas, Texas. The convocation theme, "Connecting in a Big Way," provided a framework for the authors to address the objectives of the Convocation; leadership and or policy, research and/or action research, and instructional practice or strategies. This workshop focused on demonstrating instructional strategies that bring about understandings through successful verbal and written explanation of science concepts – the use of academic language – and modeling concepts through interactive role-play. The workshop replicated instructional intervention strategies implemented by teachers who participated with their students as a part of the authors' research studies with middle school students.

The Convocation workshop results were similar to those gathered in the authors' research where 60 percent of the middle school students in the study chose to disagree with the statement, "The phases of the Moon are caused by the shadow of the Earth" (the correct choice), while 68 percent of those students could not accurately explain why they disagreed. The Convocation participants shared their agree/disagree responses (65 percent disagreed) with 85 percent of the participants not able to effectively explain why they agreed or disagreed with the statement. These results are disturbing since the participants are educators in the K-16 setting – many teaching science.